

What to Look For in a CRWP Classroom

In the CRWP classroom, students will be reading and writing argument texts actively. On any given day, you might see them:

- Annotating texts: underlining, commenting, summarizing
- Responding to texts: agreeing or disagreeing
- Identifying features of argument writing in the texts: claim, evidence, counterargument
- Looking at multiple texts to define the range of opinion on a topic
- Assessing the credibility and perspective of a text
- Talking with each other about the strength of a text's evidence for an argument



Reading and writing, like everything else, improve with practice. And, of course, if there are no young readers and writers, there will shortly be no older ones. Literacy will be dead, and democracy - which many believe goes hand in hand with it - will be dead as well.

Margaret Atwood

- Talking purposefully about their writing
- Writing arguments routinely and informally
- Taking risks, trying more sophisticated writing
- Drafting, responding, revising, editing, publishing
- Composing and revising claims
- Using sources in their writing
- Writing from opposing points of views
- Creating, assessing and revising a line of reasoning in their writing to tie together claims and evidence.
- Writing longer arguments (over 2 pages)

Teachers in the CRWP classroom support their students in a variety of ways. On any given day, you might see them:

- Teaching mini-lessons or targeted direct instruction on using sources, writing claims, and elements of good arguments
- Circulating among working students, coaching and providing individualized instruction and feedback
- Facilitating productive peer response
- Using mentor texts to teach elements of argument writing
- Highlighting strong student work for other students to see
- Use their own thinking and writing as a model for students

Teachers' "efforts are essential to prepare kids to succeed in an age when the ability to think critically and creatively, communicate skillfully, and manipulate ideas fluently is vital."

--Arne Duncan

Homeroom, the official blog, U.S. Department of Education